

#languages debate



for the humanities and social sciences

The UK is at a crucial language skills crossroads.

The British Academy's State of the Nation report shows that the UK is suffering from a growing deficit in foreign language skills at a time when global demand for them is expanding.

The British Academy and the Guardian have teamed up to raise the national profile of language learning in the UK and discuss the issues at hand. We're holding a UK-wide Language Festival throughout November 2013 to celebrate the UK's diverse cultural heritage. The festival will provide a platform for schools, higher education institutions (HEIs), students, policy makers and businesses from across the UK to discuss, debate and explore the academic, cultural and economic benefits of language learning.

You can join the debate in a variety of ways: attending or hosting an affiliated event; engaging with interactive material on the Guardian's website; applying to be part of a public debate hosted by the Guardian and through social media.

This pack has been designed to help you join the Language Festival by sharing creative ideas for events, promotional material and interactive options.

In your pack you will find:

- A language survey
- Promotional materials for a Language event
- A language quiz (primary/secondary)
- Recipes from around the world
- Ideas for lessons and schools activities
- Recommended reading
- Word search
- Language cards

Join the debate this November!

How to get involved

Get the debate started by hosting an International Language Lunch in your classroom. Invite students to bring a favourite dish from their cultural background. Over great food, you can learn more about your class and their heritage.

Ideas for the day:

- Label each dish with its name and country of origin
- Before the language lunch, send our survey home with all your students to see what languages they speak at home and reveal the results during the language lunch
- Create a festive atmosphere by hanging posters and bunting throughout the classroom.
- Create a recipe book from the students

Language Quiz

Crown a language champion - who can get a perfect score?

1) Order these countries according to which has the largest number of Spanish native speakers:

- | | |
|----------------------|-------------|
| a. Spain | b. Colombia |
| c. USA | d. Mexico |
| e. Equatorial Guinea | |

2) If you were to order "las gambas" in a Spanish restaurant, what would you receive?

- | | |
|-------------|--------------|
| a. Tomatoes | b. Prawns |
| c. Olives | d. Pork chop |

3) In which of these countries is French not an official language?

- | | |
|---------------|----------|
| a. Canada | b. Haiti |
| c. Madagascar | d. Italy |
| e. Spain | |

4) Roughly how many languages are spoken across Europe?

- | | |
|--------|--------|
| a. 30 | b. 175 |
| c. 225 | d. 325 |

5) ...And around the entire world?

- | | |
|--------------|--------------|
| a. 300-400 | b. 1000-3000 |
| c. 4000-5000 | d. 6000-7000 |

6) Which of these language groups is not European?

- | | |
|-------------|------------|
| a. Romance | b. Semitic |
| c. Germanic | d. Slavic |

7) Place these languages according to the largest number of speakers

- | | |
|---------------------|------------|
| a. Spanish | b. Hindi |
| c. Mandarin Chinese | d. English |

8) If you were to say the following to a Polish doctor, which body part have you injured?

"Nie mogę zgiąć palca"

- | | |
|---------|-----------|
| a. Foot | b. Finger |
| c. Knee | d. Eye |

9) "Kikusikitishacho" is the longest word in which language?

- | | |
|------------|--------------|
| a. Swahili | b. Afrikaans |
| c. Igbo | d. Malay |

10) Did you know that German is the most widely spoken first language in the European Union? How many people speak German across Europe?

- | | |
|----------------|----------------|
| a. 200 million | b. 100 million |
| c. 50 million | d. 25 million |

Answer key

1. Mexico (114 million)
Spain (47 million)
Colombia (45 million)
USA (38 million)
Equatorial Guinea (1.6 million)
2. B - Prawns
3. E - Spain
4. C - 225
5. D - 6000-7000
6. B - Semitic
7. 1 - Mandarin Chinese
2 - English
3 - Spanish
4 - Hindi
8. B - Finger
9. A - Swahili
10. B - 100 million

Language survey

Ask students to take this survey home to learn more about their cultural heritage. Students can bring it back and share the findings with your class.

1. What is your first language?

- a. English
- b. French
- c. Spanish
- d. German
- e. Mandarin
- f. Cantonese
- g. Arabic
- h. Hindi
- i. Russian
- j. Portuguese
- k. Japanese
- l. Korean
- m. Turkish
- n. Tamil
- o. Polish
- p. Ukranian
- q. Italian
- r. Other _____

Level 5 = Professional translator

Language:
Proficiency:

Language:
Proficiency:

Language:
Proficiency:

Language:
Proficiency:

Language:
Proficiency:

4. What is the primary language spoken in your home?

2. How many languages do you speak?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5+

5. How many languages are spoken in your home?

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5+

3. Rate your proficiency in your additional languages:

Level 1 = Basic knowledge

Level 2 = Limited knowledge

Level 3 = Good working knowledge

Level 4 = Fluent

6. Did you study languages at primary school?

- a. Yes
- b. No

Ideas for whole-school languages days

As well as individual lesson ideas, we have compiled a few ideas for getting the whole school involved in the Language Festival through school-wide activities.

Themed lessons

Encourage your individual departments to teach languages themed-lessons on your languages day. These could explore careers, subjects or skills where languages are important.

Giant exhibition

Each class or subject could contribute to a giant exhibition in the school hall entitled 'Why learn languages?' For example, English teachers could cover famous poems or prose written in other languages and science teachers could explore discoveries made by French, Spanish, German, Chinese etc scientists.

Get involved with Spanglovision

Devised by teacher Rachel Hawkes, Spanglovision challenges students to learn songs in Spanish during lessons and tutor time before performing and videoing them to share with other schools and students. You could adapt this idea to incorporate other languages – ones you currently teach in school, community languages or languages selected by students (they may want to learn some Korean and perform Gangnam Style, for example).

Classes can then compete by performing their songs in an assembly, with the best being selected by judges, or by posting videos onto the school website and being decided by a vote.

Find out more online on [Rachel Hawkes' website](#)

The languages Spelling Bee

Ideal for those who are new to a language, the Foreign Languages Spelling Bee (FLSB) takes the traditional spelling bee format but the challenge is to master words from foreign languages.

Find out more online on the [FLSB](#) website.

www.routesintolanguages.ac.uk

Run the **Why learn a language campaign**.

Lesson and activity plan: why learn a language campaign

Lesson and activity plan that can be used with individual classes, year groups or for whole-school language days.

Project overview

Students are to design a two-minute advert about why you should learn a language.

Their adverts must be dynamic and engaging, and can be posted on a blog or website at the end of the day. Judges, appointed by the school, can award a prize on the day for the advert which they believe is the most persuasive. There can also be an additional prize for the video which receives the most views/likes/comments on your school blog or website during the course of one week, or beyond. This will encourage students to promote their own material among friends, family and social media contacts, spreading the message around the local community and beyond.

The task, however, is two-fold. After creating their adverts in the morning, during an afternoon session students have to stand in front of their peers and pitch their advert to the judges. They will need to play their advert and then explain why they feel it 'sells' languages effectively, using a separate presentation to support their advert. This not only focuses students' attention on the quality of their product (the advert) but also forces them to reflect on their presentation skills.

Ideas to enhance the project:

- The [Speak to the Future](#) website is a great source of inspiration and ideas for students.
- Invite a local personality or business figure to address the group on how they have used languages in their career and why they believe it is important.
- Get the local media sources involved – local newspapers and radio stations are always keen to cover positive local education stories, especially those which

involve innovation and social media.

- Ask a business studies or media teacher to address the group about the concepts behind effective presentation skills, advertising and making videos go viral. As well as giving the students specialist knowledge, this will also help to engage other departments in your work.

Course for the day:

Introduction to students

- Explain the concept for the project, but be careful not to explain how to complete the task. The objective of the day is to allow students to explore their own thoughts and use their own individual creativity,

rather than steering them down a certain course when responding the brief. The introduction needs to include the following points:

- The project brief: create a two-minute advert on why to learn a language.
- The tools available to students, whether that's iPads, laptops, a computer suite, video cameras, stills cameras, microphones and so on.
- The concept of the competition extends beyond the day itself. The emphasis is on students spreading their video link through word of mouth and social media.

Timeline:

- Students have the morning to create their materials in groups of six. The emphasis here is on building their business skills, so it might be a good idea to allow them to be in 'business attire' rather than school uniform. They also need to deliver their products on time so you may want to free them from the traditional timetable (including lunch being taken when they want it, especially if they are working through).
- Final presentations and adverts are either emailed to the co-ordinating member of staff, saved into a shared area file or a Dropbox file created for the event.
- The afternoon session is spent delivering the presentations, with a panel of judges awarding a prize at the end for the most persuasive effort.

Additional ideas:

- During the seven-day period when groups are working to drive views to their adverts, encourage students to post regular updates on the views statistics in a prominent place around the school and on the website.
- Ensure that at the end of the seven-day period the winner is announced with a fanfare rather than a damp squib. Prizes could be awarded in an assembly (including a trophy, which can be passed on year after year) preferably by the previous year's winners. The video could be played out on monitors around the school and in reception so that visitors see the fantastic work as soon as they enter.
- Create a student voice survey to gauge both how beneficial and interesting students found the day and whether it impacted their attitudes to language learning. Alongside suggesting improvements on how the day could be handled the next year, this will add a real sense of ownership to the event.
- Don't forget to share your favourite videos with the Guardian via the Guardian Witness tool so they get even wider coverage and recognition.

Ideas for tutor group, assemblies and activities in class (secondary)

From a music quiz to a careers A-Z, here is a collection of activities and projects you can run with your tutor groups and assemblies in school, or as shorter lessons and tasks for individual classes.

Language knowledge quiz (included in this pack on page 12)

A debate on the importance of language learning

Use role play and discussion to get your groups thinking about the benefits of learning languages and the motivations for doing so.

How to do it:

Put the following roles in a hat for students to choose at random:

- A language teacher
- Someone who lives abroad but does not speak the native language
- A multinational business person
- A student who wants to work in tourism after university
- An unemployed 36-year-old looking to change career
- Someone who works as a translator

Put students in the same roles together into teams. Teams have 10 minutes in their

groups to create arguments and discuss why languages would be important or not in that person's life.

Split the class into groups of 6 (1 from each number) for a 10-minute debate.

After this, have a full class/tutor group discussion. This can then be opened up for review at the end to gauge the class' reactions and whether the debate has changed any opinions.

Represent and research a language

Help your groups understand the importance, range and influence of languages across the world by assigning them a language to research and represent.

Research set phrases: hello, goodbye, thank you, please and so on.

How to do it:

Complete a stats grid containing a range of information, including: the number of countries where the language is spoken; how many people speak that language; the total area covered; the global rank of the language in terms of number of speakers.

Design a unique flag for display using the flags where that language is spoken. For example, a flag for German would contain some reference to the flags of Germany, Austria and Switzerland.

The music quiz

YouTube at the ready for 10 tracks in 10 different languages: can your class work out what languages they are and then justify why you think it's that language?

Spanish - [Dani Martin](#)

Portuguese - [António Zambujo](#)

French- [Stromae](#)

German - [Nena](#)

Icelandic - [Hvítir Skór](#)

Hungarian - [ByeAlex](#)

Russian - [KReed](#)

Japanese - [AAA](#)

French Canadian - [Natasha St Pier](#)

Italian - [Elisa](#)

When the students have completed the quiz they can be set a challenge to classify the songs, grouping together languages that sound similar and discussing why that might be.

They can then research and create their own music quizzes from the Internet.

Make sure that you do not show the students the videos when you first play each song. Looking at the videos afterwards, however, may prove an interesting stimulus for cultural discussion and analysis.

A-to-Z list of careers

This is a brainstorming activity to help students think about and explore what roles and career paths require and benefit from languages.

How to do it:

Break your group up into teams of three or four. Their challenge is to write a list of careers which start with A to Z that might require you to speak a foreign language, making sure they can justify each one. This task will probably take 20 to 30 minutes and students may need encouraging to think laterally.

Near the end of the session compare all the groups' lists – if two groups have written the same career, cross it off each list. Each unique career wins a point and the most points out of 26 wins a prize.

Discuss why languages are so relevant for so many careers. Would it be possible to do an A to Z at all of jobs for which a language would never be relevant? Use this as a point for discussion and to challenge preconceptions about various jobs being insular or having a purely with a domestic focus.

Secondary language lesson ideas by Chris Fuller.

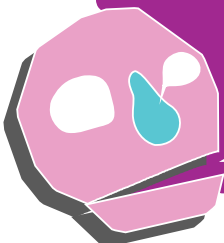
Word search

I R I Y A T O I I K G G
N T L W C C H L J E O L
E S A G Y S A S C E D B
J I B K W I Z E I R D S
L V A T J E Z E G R A O
V R S A R M D K R R G L
A E I V H A R W A J T L
R T U N G J A T J E T A
D S U R L L V B R H O H
Z U L M L F O V V I S O
O L A I K I E V S E R U
P F S A A B A H R E M W

Hello!

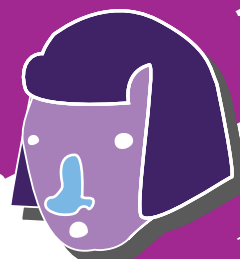
Haai (Afrikaans)
Tungjatjeta (Albanian)
Zdravo (Bosnian)
Bok (Croatian)
Hej (Danish)
Goeiedag (Dutch)
Tervist (Estonian)
Terve (Finnish)
Hallo (German)

Aluu (Greenlandic)
Szervusz (Hungarian)
Sillaw (Kurdish)
Sveiki (Latvian)
Labas (Lithuanian)
Goddag (Norwegian)
Siema (Polish)
Pozdravljeni (Slovenian)
Merhaba (Turkish)



LANGUAGE FESTIVAL

#languagesdebate



Language event

When:

Where:

Why:

To start the debate
and raise the
national profile of
language learning
in the UK



theguardian



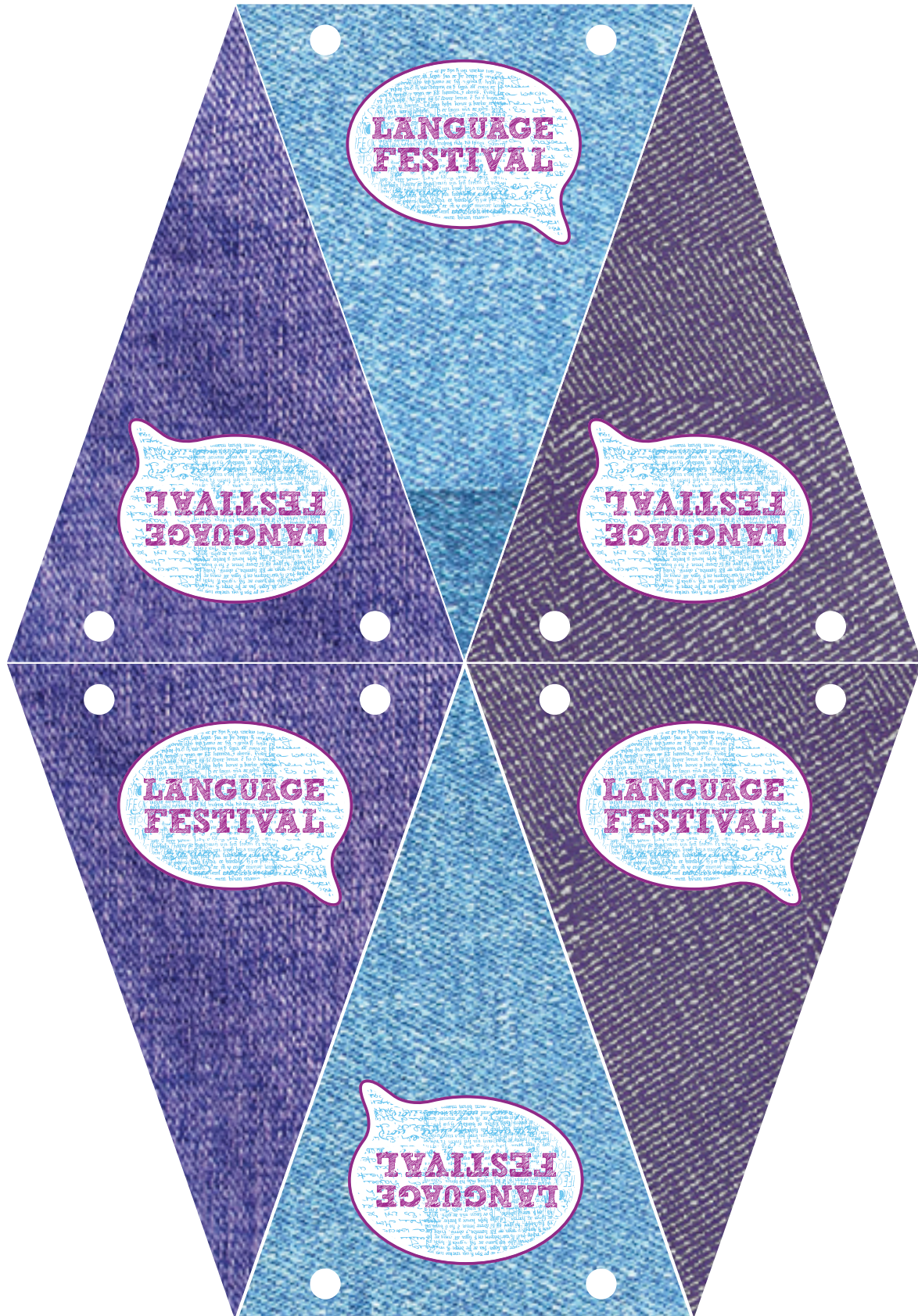
BRITISH
ACADEMY

for the humanities and social sciences

Bunting instructions:

13

Cut out the triangles and punch holes where marked. Use a string or ribbon to thread them together to decorate your language event



Recipes

Summer Rolls (Vietnam)

Egg Fried Rice (Chinese)

Apple Strudel (Germany)

Pad Thai (Thailand)

Patatas Bravas (Spain)

Guacamole (Mexico)

Quiche Lorraine (France)

These recipes have been adapted to suit a school age audience from recipes first published in the Guardian's Life and Style section.

Summer Rolls

Vietnam

Makes 8

150g pork belly, rind removed (optional)
 16 large cooked and peeled prawns, halved lengthways
 1 block of rice vermicelli
 4 sprigs of mint, leaves picked
 4 sprigs of coriander
 1 carrot, peeled and grated
 ¼ cucumber, cut into thin matchsticks
 1 soft lettuce, ½ shredded
 4 tbsp salted roasted peanuts, roughly chopped
 8 rice paper wrappers

For the dipping sauce:

1 tbsp sugar
 2 tbsp lime juice
 1 tbsp fish sauce
 1 garlic clove, crushed
 1 bird's eye chilli, finely sliced

1. Put the pork belly in a pan and cover with water. Add 1 tbsp salt and bring to the boil, then turn down the heat, cover and simmer for about 20-25 minutes, until cooked through. Allow to cool, then slice thinly.

2. Put the noodles in a large bowl and pour boiling water over them. Add ½ tsp salt, leave for about four minutes until softened, then rinse in cold water and drain thoroughly.

3. Set out all the ingredients within easy reach of a clean, dry chopping board. Half fill a bowl big enough to fit the wrappers in with cold water, and then dunk one in and keep patting until it's soft enough to bend, but not soggy. Lay the wrapper flat on the chopping board.

4. Top with four prawn halves in a horizontal line, then add a line of herb leaves over these. Add a pinch of carrot and a few cucumber sticks, some of the sliced pork, then a small clump of rice vermicelli. Finish with some shredded lettuce and a line of crushed peanuts.

5. Bring the bottom edge of the wrapper tightly up over the filling, and then fold the sides in over it. Continue to roll up tightly and place on a plate, join-side down. Cover rolls with lettuce leaves to keep them fresh.

6. Once all the rolls are made, make the sauce. Whisk the sugar into the lime juice to dissolve, then add the remaining ingredients. Adjust to taste if necessary.

Egg Fried Rice

Chinese

3 tbsp groundnut oil
500g cooked jasmine rice, at fridge temperature
2 eggs, beaten with $\frac{1}{2}$ tsp salt
2 spring onions, finely chopped
Handful of peas, boiled and drained

1. Heat the oil in a wok or large frying pan on high heat until smoking, then add the rice. Spread out the rice so it all heats through, and toss until coated well with the oil.
2. Add the eggs and stir furiously so most of the egg is absorbed into the rice, then add the peas and continue to stir-fry for a couple of minutes until some of the rice has just begun to caramelise and toast.



Apple Strudel

Germany

Serves 6

1 pack ready-made filo pastry
2 tbsp demerara sugar
50g flaked almonds
Icing sugar to serve

For the filling:

425g russet apples
425g Granny Smith apples
75g currants, soaked for at least a couple of hours in 4 tbsp apple brandy and drained
Grated zest of ½ lemon
50g soft light brown sugar
½ tsp ground cinnamon
Pinch ground nutmeg
Pinch ground cloves

1. Preheat the oven to 200C, and place a greased baking tray on to the middle shelf. Peel and core the apples, and cut them into chunks. Put these into a large bowl and mix in the rest of the filling ingredients.

2. Lay three sheets of filo pastry one on top of another on a damp tea towel. Brush the top sheet of pastry with melted butter and sprinkle with half the demerara sugar. Spoon half the filling in a line down one end of the pastry and then, using the tea towel to help you, roll up the pastry into a sausage shape. Repeat with another three sheets of pastry and the rest of the filling.

3. Gently lift both rolls onto the greased baking sheet and curve into a crescent shape. Brush with melted butter and sprinkle with flaked almonds, then bake for 30–40 minutes until the pastry is golden and the apples cooked. Dust with icing sugar and allow to cool slightly before serving.



Pad Thai

Thailand

Serves 2

120g 2-3mm dried thin flat noodles
 60ml fish sauce
 60ml tamarind water (you can use tamarind concentrate, thinned with a little water)
 60g palm sugar or brown sugar
 Pinch of chilli powder, to taste
 80ml groundnut or vegetable oil
 2 cloves of garlic, finely chopped
 100g extra-firm tofu, chopped into small cubes
 8 large prawns
 2 large eggs, lightly beaten
 100g beansprouts
 4 chives, chopped
 50g roasted peanuts, roughly chopped
 Lime wedges, chilli flakes, fish sauce and sugar, to garnish

1. Soak the rice sticks in cold water for about half an hour until soft enough to wind around a finger, but not soggy. Drain.

2. Meanwhile, make the sauce by combining the fish sauce, tamarind and palm sugar in a small pan. Heat gently to dissolve the sugar. Season with chilli to taste. Set aside.

3. Lay out all the ingredients within easy reach of the hob in the order they'll be used. Put a wok on a high heat and add half the oil. Add the garlic, stir-fry for a few seconds, then add the noodles and a splash of water. Stir-fry until they're drying out, then add the sauce. Fry until they are almost soft enough to eat (they should be slightly chewy).

4. Push the noodles to the side of the wok and add the rest of the oil. Fry the tofu and prawns until the tofu is beginning to colour, then push to the side and add the eggs. As soon as the eggs begin to set, scramble.

5. Stir through the noodles, and add the beansprouts, chives and peanuts. Stir fry until well combined, then serve with the garnishes for people to add as they wish.



Patatas Bravas

Spain

Serves 4-6

500g waxy potatoes
4tbsp olive oil
1 small onion, finely chopped
1 red chilli, finely chopped
400g tin chopped tomatoes
½ tsp sugar
½ tsp salt
1 tsp smoked paprika
1 tbsp sherry vinegar or red wine vinegar
Chives, to serve
Aioli mayonnaise, to serve

1. Preheat the oven to 200C. Peel the potatoes and cut into rough 2cm chunks. Put a roasting tray with 2 tbsp olive oil into the oven and leave to heat for 5 minutes. Take it out and toss the potatoes in the hot oil. Bake for about 45 minutes until crisp and golden.

2. Meanwhile, make the sauce. Put 2 tbsp oil into a heavy-bottomed pan on a medium heat, and cook the onion for about seven minutes until golden and soft. Add the chilli and cook for another couple of minutes, then add the tomatoes, sugar, salt and smoked paprika and stir well. Bring to the boil, and then turn down the heat and simmer for about 20 minutes until thick and dark. Take off the heat, add 1 tbsp sherry vinegar, and adjust the seasoning if necessary.

3. Take the potatoes out of the oven and sprinkle with a little salt. Spread the tomato sauce onto the plates, put the potatoes on top, then add a dollop of aioli mayonnaise and a sprinkle of chives. Serve immediately.



Guacamole

Mexico

1 fresh green chilli, finely chopped
2 spring onions, thinly sliced
Handful of fresh coriander, roughly chopped

3 ripe avocados (Hass, the knobbly brown ones, tend to be the creamiest and most flavoursome)

1 ripe medium tomato, cut into small dice

Juice of 1 lime

Salt

1. Peel the avocados and remove the stone. Cut into cubes, then mash into a chunky paste, leaving some pieces intact.

2. Gently fold in the tomatoes and the spring onions, chilli and coriander. Add lime juice and salt to taste. Serve immediately, or cover the surface with cling film and refrigerate.



Quiche Lorraine

France

Serves 6

1 pack ready-made shortcrust pastry

For the filling:

200g dry cure smoked streaky bacon, chopped

320ml double cream

4 eggs and 2 egg yolks (use 1 egg white for brushing the pastry)

1. Preheat the oven to 180C and put a baking tray in to warm. Grease a deep (at least 3cm) 20cm tin. Roll out the pastry until it is slightly larger than the tin, then line the tin with the pastry, leaving an extra few centimetres overhang to minimize shrinkage. Keep any extra in case you need it to patch up any holes later. Line with foil (shiny side down) and weigh down with baking beans or rice. Place on the baking tray and blind bake in the oven for 40 minutes, then remove the foil and beans and patch up any holes with the extra pastry if necessary. Bake for a further 8 minutes, then brush the base with egg white and put back into the oven for 5 minutes. Carefully trim the overhanging pastry to neaten.

2. Fry the bacon for 8–10 minutes, until cooked through, but not crisp. Drain and spread half over the hot base.

3. Put the cream and the eggs and yolks into a large bowl (or a food mixer if you have one) with a generous pinch of salt, and beat together slowly until combined, then give it a fast whisk for 30 seconds until frothy. Pour over the base to fill and then sprinkle over the rest of the bacon. Bake for 20 minutes and then keep an eye on it – it's done when it's puffed up, but still wobbly at the centre. Allow to cool slightly before serving – hot quiche tastes of disappointingly little.

Recommended reading

Want to find out more about the Case for Language Learning and our national debate on the importance of languages? Here are some links and reports for further reading

[{The case for language learning}](#)

[No comprende: are the benefits of languages getting lost in translation?](#)

[If we're going to compete, we need multilingual graduates](#)

[Why languages matter to me: Eddie Izzard, Alastair Campbell and more](#)

[Talk the talk: maximise your prospects using languages](#)

[Language learning: the shaky future of study \(and work\) abroad](#)

[Lack of language skills is diminishing Britain's voice in the world](#)

[Languages: the state of the nation](#)

Find out more online

[Why is UK language teaching in crisis?](#)

<http://www.theguardian.com/education/series/the-case-for-language-learning>

[Caroline Wyatt: my career in languages](#)

<http://www.theguardian.com/british-academy-partner-zone>

[It's time for a national debate on language learning](#)

<http://www.theguardian.com/education>

[How can schools encourage students to take languages further?](#)

<http://www.theguardian.com/teacher-network>

[How to teach ... languages creatively](#)

<http://www.theguardian.com/higher-education-network>

[The British Academy's language programme](#)

[Valuing the year abroad](#)

More about the campaign

The Guardian and British Academy's campaign will raise awareness about language learning in the UK and aims to significantly inform educational policy and practice

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The Guardian's Case for Language Learning online series and wider British Academy campaign seeks to engage Guardian readers and the general public in the debate exploring the many issues surrounding languages and language learning.

While at its core this is an education issue, language learning spans a vast range of areas such as business, cultural and community interaction and helping to understand an increasingly globalised world. These issues affect a variety of people from many different backgrounds and our editorial content aims to be as wide ranging, thought-provoking and in-depth as possible.

The British Academy is the UK's independent national academy representing the humanities and social sciences. For over a century it has

supported and celebrated the best in UK and international research and helped connect the expertise of those working in these disciplines with the wider public. The Academy holds a unique position in driving this campaign onto the educational and political agendas. Its support will facilitate the much needed long-term change to language learning best practice.

The Guardian, as a digital-first media organisation, is a natural fit for such a campaign. With open journalism on the web at the heart of the Guardian's overall strategy, debate and engagement is something readers not only come to the Guardian for, but also expect. Through innovative multimedia content which engages readers, the series aims to elevate the level of debate even further.

The series publishes on average three pieces of content per week. Content in the series is financially supported by the British Academy and is editorially independent.

Join in online [#languagesdebate](#)